

13CNC7

HOUSE OF EDUCATION,
AMBLESIDE.

1898.

Thin frames - Cli - Brush drawing
A Cow - He had prepared well
for class & had arranged his own paper
well - Spoke in rather a muttering
tone -

"much rather a crooked line than a
patch - left some of it - class did
not know exactly what they had to do
the not exact enough - not sufficiently
on the watch -

Yours got no room - by & by
a slight impatience with class -
a sort of attitude of - I told you so
- that should have been seen to at the
beginning -

"I told you before - made down -
begin again - a fresh paper -
beel waste of material -

13p2cm7

Karch & my sympathy with Chr.

Chr. had no guide as to what they
shd do... really a mere copying class -

The whole pile of work & lesson
shd have been a sense of humor -

The Chr. shd have enjoyed seeing

the cow come -

elephant - - cat - - cow - with dread

Solemnity -

"Smaller - do you see!" "Wait a minute
don't begin!" -

"Make the babies much larger - wait
you?" - Chr. not allowed to point
out his own mistakes -

"Like I told you" -

"Mind what I said" -

No! No! - antagonism with Chr.

"I don't take any" - No attempt to

let - Chr. pointed out their faults -

"I haven't got that" -

A certain Aunt - of course, named
"only on ? which was allowed to am -
fertile's legs -

"Cover it up in the shading" - you fault
eye - "just one dab of yr brush - not
sympathetic with eye -

"Dora held her brush badly -

Oh dear!
held her hands -

The real delight of the lesson chilled
by his unsympathetic manner

No bright little talk abt - Spotty cow -
nothing but - reproach -

Only one pleasant word in the whole
lesson -

legs - no ? as to why she stuck it up -
Apr's brush went to Chris's drawing abt -
she never be -

constant "I'm sure -

"Destiny that line was old -

This face more like of them can
"I did" - a rude answer

A quite unsatisfactory lesson
 Babin method
 + unsympathetic manner.

Quint. Amittage - Cl. III-

Cause of Sp. Fever was -

first to give girls attend work. while
 she drew sketch map.

second to make girls find name of Cuba.

"Div. into Antilles" -

"That's why it's called the queen

you worked out her sketch of Cuba

well -

might have got ... yellow fever & again for

girls -

first for the sugar -

Brought out products of Cuba well -

Cuba unhealthy - Why?

Good to point out - beginning of New
 trade -

for'ing Spanish

and -

half natives?

Cost Mexico & Peru - no references
 to maps -

He recited his information -
 nothing said of perpetrators of
 massacre -

No word as to whether Govt kept its
 word -

Superficially from "the other people"
 good to read + say put in 7:00
 words - "pretty fields - pretty well wood -

"branches" - Can imagine famine -

Starvation - Girls Ch. have told this -

By this time? - Girls shaped -

any one of whom ~~known~~ -

and were -

The girls took report in the lesson
 "Started for war"

Girls club in putting maps -
 food to have pictures of Manila -
 War broke out at Cuba - Why?
 Americans won the battle?

No acct. of what took place -
 at Manila -

What are the names of the nations -

He spoke with great effort - as
 much as if writing a lesson.

Girls allowed to whisper -

Did not work out - lesson - Ch.

was rather a lecture - then a lesson -

Still lesson gave a good idea of
 the condition of Cuba -

"Submarine mines" -

did not make any plan -

A very fair lesson -

But too much

Thin Buttes - Cl. 14 -

13p70407

Historical Story -

Very good to let Chr. find out - differences
between people of Ch. 1 + men of today -
good to find Cr. dressed in steel -
"his father not - a good king"?

good to say "rather a long name can you
say 'it'?"

It evidently judged well of promises of

Chr
illus: of town rather good -

This use of chalk makes the picture very
graphic - might have got sweet
clothes - from Chr -

Why choose an oak tree -?

Lin Lin you know -

leaves very big & thick - not as if they

God to make Chr. say clearly the
sentence -

Wid in chimney - reached Chr. but
might have been told more properly

Cromwell - the leader?

a charming story re hiding in oak tree not
alluded to -

birthday treat?

When T. asked disappointed ch. ably L-

all parts - T. put too much of the

weight of the lesson on the ch. -

waiting for them to ans. impossible? I -

oh been not much -

ch. here - all ch.

? Patriotism?

want you to tell me something more abt it -

Ch. not greatly interested - lesson did

not appeal to them - but they knew

the lesson -

T. - kind + encouraging but rather

too exigent -

a good lesson on the whole

King Amble - Cl III -

1399CHC7

Thomas à Becket

B. began very well - worked out
a very good idea of the times of Stephen
the few cap. work to the cap.
His description of Henry II - Henry
good. ch. worked out - well the contrast
between Henry & Becket -

Sack cloth? -
V. S. to get - idea of B. - began facts - but
his note well worked out - as Henry -
Saracen girl - not well told -

His language sometimes a little booky -
The word "might" -

"clerical" post - -

Ch. = prime minutes?

"humint of pence rather a light one"

very good to get "rich how we count"

If even to talk of pendulisms -

"It was a system wasn't it?"

not - a good?

Y. worked out. the irregularity of the
very well -

Y. did not bring out clearly exemption
of ch -

"Ch. his servants" -

Y. worked out. honey & equal justice -

Y. treated Francis's wrong answers
further -

Not clear as to
Council of Clarendon - well worked up to -
until at last it needed only to be
mentioned -

Rather a pump for Archbishop. to Clarendon.

BB - quickly used - whole lesson
brief -

"Crosses" - ?

pump - ? Ch. pump -

knights & priests - mixed -

Some words quite lost - in Y's haste -

Lesson went into some details - apparently

to grasp the whole -

V. asked girls who were not ready as well as the whom -

'issued an edict' -

V. very good - she did not let girls what they knew - but worked out further details & imperfections -

V. allowed girls to speak in shorthand rough sketch suggestions -

Thyges of S. Klaus - not clearly said -

V. mixed pictures with story rather too much -

V. good to finish story in words of Thompson -

Corrected pupils reading better -
Recap - good to have narration in recap
exam - well chosen as illustrating the facts -

Studies at the time -

matters well selected - & a fairly adequate

idea given of a difficult - positive

teaching very spirited - depends a lesson

a great improvement on last -

girls worked well - thoroughly interested -

an excellent lesson

Clay Modelling - Miss Armistead

13 p 12 Oct 7

Cl. 1.

V. began very well by asking questions abt
Carroll + exciting Chris interest - V. cl
brought out air if she had preserved a
little longer -

Chr did not -

Dolly's laugh of the very pleasant was
V. little laughs of the very nice -
+ V's voice so bright + sympathetic
that I did not take the pleasure out of
lesson -

Chr worked hard at rolling -

getting tired soon - with ready help.

"pull it out" - V. accepted + worked from
his idea -

- little Dolly took idea quickly -

V. kept means to end before Chr

"Don't make it any shape you like"

V. always encouraging - but requires
faithfulness in copying -

The Chris artistic sense really cultivated -

a real desire to catch a perception of shape of marble

"wd. Carroll be as round as that?" -
Dolly flat - round - instead of flat -

Mrs. brought the necessity for
 careful handling -
 Look at - now 2 Dora -
 made to see her fault -
 Allowed Mrs. to make up sketch -
 for to make sketch &
 recap. of lesson -
 V. did not allow - little fault -
 really 'aimed at - perfection' -
 - allowed herself to touch Dora's
 carrol -
 V. G. to find the need of help for sketch -
 His eye very quick - she saw every
 fault -
 Handled Dolls -
 If even child should take no pleasure in
 anything handled by the
 carrol - a really difficult model
 "first to ask - how do you permit it?"
 How every thing you see -
 Mrs. gained great sense of power in
 lesson -
 Lesson with air - V. G. -
 Rather discouraging to say not very
 like a carrol -
 An excellent - lesson except that
 V. handled models a little

German - from

Ch. in 13p14m17

His tableau v. well described

rather had to have girls from Lord

He saw his verbs in a very bright
interesting way

Gave subjective sentences incidentally
& naturally.

His voice not quite distinct enough

Ch. mumbled a little

Let 2 make of sound

not to insist on it.

not to write in German characters

not quick enough
girls too much unoccupied while

you were
girls playing and not know characters

His voice a little too subdued

interpreted with the b.

prop'ly - act the lost not

He did not explain too much
girls allowed to mumble

His manner always encouraging but
also properly insistent

learn
of
it

Min. height - Horekum - Cl-

"Long ago - much longer than you can remember -
I'm sure you do - i.e. - know name of city

"Looking down on top of it - might have

suggested from long history

got to draw Tibes - walls -

"Have us a king now good -

"We're the queen's subjects for

It had been pulled up. Space with outlines
of buildings

great many soldiers - wouldn't fit into yr. house -

"Sylvie I'm sure you know - "protect"

might have pt - "break down the bridge" from
the chm.

"bridge broken down here - "good"

"What's a general - "Common soldiers" -

tr. did not understand the limited range of
idea of the chm.

got to show picture of Roman soldiers

Only knew "Sold"

Friday foot lesson - Yr. not quite in sympathy
with Chⁿ - but told story brightly & well -

Stane "in brass"
X. Fortitude's round back.

A clear idea of the story - Chⁿ narrated.

Hero - a very brave man!

Miss Lubbs - Cl. III -

Reported by Unitary Method -

Yr. began brightly & clearly by telling
the q. & problem - but not many
exercises - on what is given & on

"had much less than 2"

How many times less than 12 -

12 times less -

Girls very slow - 8 plates cost 2/-

girls did not answer -

Yr. good tempered & bright when girls
were stupid -

how many times less - 8 times less -
 "Divide the 10 - by the price - instead of
 100 what?"

Y. very ready with examples -
 first to work out two sorts of problems

Y's patience
 Can't divide 30 into 6
 Ch. C. not.

Y. went on to 3rd kind of problem
 without getting cleaners in the first two

Y. stated 3rd kind of problem correctly

Ch. showed no power at all -

"Had much less" -

"To make it easier what I would -
 very well to get next steps -

6 times less -

6 times more

What rule you find out by -

He did not get the idea. class-
front $\frac{5}{8}$ Ben-

"How do you feel 5 times more of a thing

His nature very commendable -

but his statement as follows -

In what form is this ans - ?

Money - ?

He was careful not to tell - but worked
out from illustrations -

He worked out $\frac{1}{2}$ - very carefully -

He not - careful to state sum nicely.
a what -

He showed greater gentleness than

$\frac{1}{2}$ - very confusing

1 book - how much less - instead of what
part of

How much more than on

$$\frac{15}{4} \text{ or } \frac{15}{2} -$$

- Instead of dividing by 4.
div. by 4

An excellently conceived lesson
but spoiled by want of clearness
thought in particulars—
Fairly good --

i. left out - dots.
7 times less

It - where easier begin by working
one piece of one

Min. Tetley - Clip - Wasp -
Fairly good - bright teaching - good
questions - Ch. interested -

Min. Allen - Cl. III - Piece with class
allusions -

Very good - nicely felt - thought -
manner very pleasing
+ Ch. interested with taught -

13P20CHC7

Min Wray at - Cl: Carters

first to begin by getting = sides of Sq - but
Chr. might have been made to say this -

first to ask length of line -

Let - little girls to work with rules -

Chr. made to draw circle with compasses
with as little met: as possible.

Made held compasses with both hands -

Two pieces of paper shd. not have been
given till Mads had mastered circle -

Let y: compasses - Mads allowed to point
compasses - by elbow -

Mads allowed to hold ^{point} compasses -

V. gentle + painstaking -

"Mads again allowed to press on shoulder -
you ~~was~~ compass circle a bad pattern -

did not touch edges of Sq - did not teach
exactly . across

"There are sixteen!" Chr. shd have pointed this
out - - sort to get $\frac{6}{10}$ from measure

A good lesson in reactions of measurement
 failed in def. leading to madly in management
 of companies - & in Wisconsin RB work
 but much for given time.

A Fairly good lesson.

Jim Allen. Ch. 11. Dante

got to show portrait - to get at
the girls at let of contemporaneous history -
of Dante's life.

It's language rather too bookish - "effects
let him established" - V. wanted to

long for answers from the girls. on
subjects they did not know - 3 parts -
V. spends too much time in "sketching"
his subject.

How was it (i.e. important) made -

"W. Olympus a Grecian idea - for"

got to go on former lesson -

V. worked out his points very carefully -

got to draw sections of circles -

Purgatory - diff. subject - girl

"Curious idea of gravity - emerged at the
bottom of W. Why not?"

"mystic rose" - might have been a mistake

Alida read well at first - "I don't quite"

follow - a good correction -

"It seems to me to mean" a good expression
but reading not translating - the idea -

V. made good use of girls' reading -
you should know Nellie - Herzensgeschichte -

good to give girls passages to read -

V. appeared to be well at home in his
subject - good to get description

of 'grand old man' -

his voice under telling -

Line of Indifference - well described -

an attempt to point a moral - but

the text told itself

V. had exactly the happy way of
dealing with his subject - quiet - incidents
not too instructed -

Homer, later -

Links - V. f. to give act of Virgil's sadness
in D's words -

"live on in desire" -

"early Renaissance painters' descriptions

V. good -

Kind of Human Intelligence -

V. touched well on 2nd circle -

~~But~~ did not dwell enough on drawing out

"coming to our ideas - 16th -

deliberate choice of evil - well put -

Phlegmum - badly spelled -

'trees - very pretty touch -

"Dante's picking up of leaves

Violence & Grand - well treated -

"Zam - well touched -

~~well~~ Treachery - well put out - from
girls - 'Murder' composed girls -

An Excellent Lesson - Well thought out.

I well expressed - Above all it and

its purpose - I showed clearly each

feeling - I encouraged them - the

girls did not help feeling 'interested in
words with Dante's thought.

Singularly delicate treatment -

Min for - Ch. 16,

1st lesson in Comp? Mults

It began with very easy sums -

the interested ch.

Failed to get Multⁿ + Multiply - +
for a little impatient

2nd am hour worked out nicely.

3rd - multiply nicely.

Good to ask 9's ch. brought out
the practical meaning of sum.

Good to appreciate that ch. did
sum by themselves without B.

Shilling, not - well worked out -
might have said - gentlemen had
not 12 pennies -

Good to exercise ch. in finding out
what the problem is -

It did not dwell enough on reducing

Review & shelling.

13p26cm7

V. f. to put - chr. to see how sum ~~it~~
he put down -

It compared chr. by stating one ^{was} wrong
might have let chr. put down sum.
chr. might have told S. & G.

Did not make it clear to chr. that
shelling & pennies are worked separately
"carry" allowed -

Lesson carefully graduated - but
children's brain got a little tired toward
the end - Drill in table at end of lesson
better having

It worked out necessary signs
very simply.

It might have asked very careful to make
chr. see the relations between prop: & ans.
Can't what line

concrete examples made it very plain

Net 21 = 1.9 .

13P27MCT

~~He~~ never made it plain why Shelton
carried -

A good lesson - it has been
very good because his fault.

Ch. worked hard - was finally
kept at his right hand -
wrote to drill in tables then Ch.
were tired -

He always interesting interested
but voice a little sleepy -

Ch. IV - History Lesson.

Q. 1. What are the factors that make
you Rip what it is -
next I say much clearer -
He worked out idea of 'Character'
very well -

A good lesson - showing enormous
thought & ~~for~~ much power - but
too much for girls - and
well worked out -

Oct-13th 1

i3p29m07

Miss Amnate - Cl. III - Analysis -

Fairly good - not clear - not brisk.

Miss Mackenzie - Cl. IV. Hist. -

Fairly good - not historical - and
interesting -

Miss Bevis - Grammar. Cl. IV -

A ~~fair~~ very fair Lesson - great
want of clearness

Miss Williams - Preterite - Cl. III -

A good Lesson - clear &
Conscientious

Miss Hughes. ymes. class — 13p30cm07

Instant - a very fair lesson -
a little dry & uninteresting -

Miss Spearman - Classes III + IV

Very good lesson - $\frac{4}{5}$ Sympathetic

bright & capable - girls
worked well with her -

Miss Ryan Clouds. Class III

Fairly good. Accent & pronunciation
faulty. sympathetic & interesting.

Miss McBitt class IV Alfred the great.

very fair. Accent & pronunciation very
faulty. snatter interesting.

Miss
~~Law~~

Miss

13P30CM07

13P31CM07

Min Conder - Cl. III - Latin

~~Less~~ Very Fair Lesson - not clear -
voice & manner very dull -

Min Inheld - Cl. IV - Euclid - Papp. 40

Good Lesson - voice & manner dull

1899 - Jan 26th

Cl. II
Min Evans - Design - daisies

Fairly good Lesson - Enclosed

Cl. IV
Min Hughes Jones - Turn of Roses
Effects - a good Lesson

Feb. 2nd Min Lammey Cl. 16.

Bal -
Very Fair Lesson

" " Miss Clark Cl. III

Volcano
Very Fair Lesson

Feb. 9th Min Vinyat Cl. III
German form - Very good Lesson

Min Strathern - Cl IV

Sloyd - Six gun - good.

Feb 16th Min Tutting Cl. II
History Edw. I - Ansempactor

Feb 16th Min Nesbitt - Equations
Very good Lesson -

Feb. 23. Mr Mackenzie
Reading Lesson (Pussy) Class I/a,
A good Lesson - discipline faulty.

Mr Hughes Jones - Class III

Reading emphasis

good lesson on the whole -

Mip 2nd Dictation II. 8 Fair 13P34CMC7
March 1st

" Shearman. Mahdis
rebellion IV. 7 Good

March 8th } Mip Evans 1st Lesson
Grammar Sentences Class I (h)
Good. Points not
well worked out.

8th Mip Nesbitt Literatures
Marlowe's Edward II.

Enunciation not clear Good

March 15th Mip Farnce Class II
Phetack Fair -
Mip Wingate Class III.
Cret Good

March 22 Mip Shearman Class 1a b
Twis. good
Mip Hyler-Jones Class II.
Dictation V. Fair